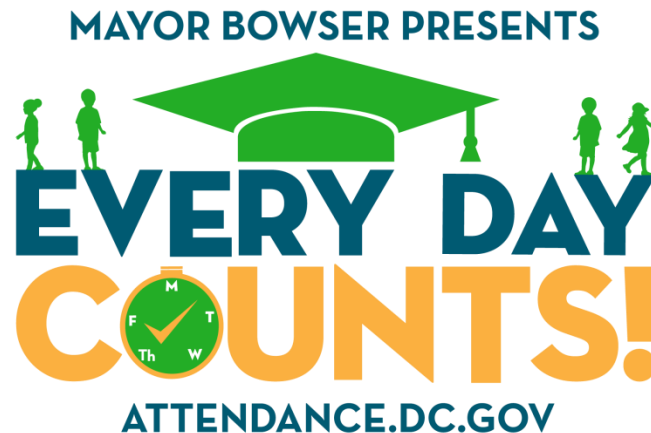# Every Day Counts! Taskforce Meeting

October 30, 2018

Meeting Overview

I. **Welcome** (5 min)

II. **Measure** (10 min)

- Start of School Year Attendance Stock Take (DME)

III. **Monitor** (40 min)

- Spotlight: Healthcare Providers & Chronic Absenteeism
- EDC! Updates (DME)
- EDC! Partner Updates (All)

IV. **Act** (30 min)

- Strategic Plan Check-in + FY20 Budget Activity

V. **Next Steps** (5 min)

Measure:

Start of School Year Attendance Stock Take

(DME)

Year-over-Year Comparison (SY2017-18 vs. SY2018-19)[1, 2, 3]

Metric	No Change	Improving	Declining	Total[4]
In Seat Attendance (ISA) Aug.-Oct.13 SY 17-18 vs. SY18-19	**9 Schools** (4%)	**96 Schools** (44%)	**115 Schools** (52%)	**220 Schools** **+.4% Avg. Change Citywide**

[1] Data Source: OSSE Daily Attendance Feed, In Seat Attendance Rate (Avg. % of students present on a given school day) until Oct. 13 of each school year.

[2] Analysis compares *final* SY17-18 data with *preliminary, year to date SY18-19 data*.

[3] Analysis includes only compulsory age students (5-17) enrolled for 10+ days at the school.

[4] Five schools with compulsory age students (5-17) could not be included because they opened in School Year 2018-19 and lacked a prior year of data for comparison.

Year-over-Year Comparison (SY2017-18 vs. SY2018-19)[1, 2, 3]

Metric	Improving	Declining
<1% Change	55 Schools (25%)	54 Schools (25%)
≥ 1% Change	41 Schools (19%)	61 Schools (28%)
≥ 2% Change	21 Schools (10%)	33 Schools (15%)
≥ 5% Change	8 Schools (4%)	8 Schools (4%)

[1] Data Source: OSSE Daily Attendance Feed, In Seat Attendance Rate (Avg. % of students present on a given school day) until 0ct. 13 of each school year.

[2] Analysis compares *final* SY17-18 data with *preliminary, year to date SY18-19 data*.

[3] Analysis includes only compulsory age students (5-17) enrolled for 10+ days at the school.

Future Analyses

Challenges:

- Using **real time data** means **data is *not final*** and might not be accurate.

- Susceptible to **outliers or data-driven effects** that support misleading conclusions.

Next Steps:

- DME will conduct outreach to LEAs and school leaders to understand the numbers.

- Reach out to ask Taskforce participants for support:
  - ➤ Consider what kind of support you can offer that would be timely and flexible.
  - ➤ E.g., a new resource, connection with an existing resource, capacity, or otherwise.

Monitor:

Spotlight – Health Practitioners and Attendance

Storyboard for Chronic Absenteeism Educational Module for Child Health Providers: Community Feedback

October 25, 2018
Every Day Counts Taskforce

Danielle Dooley, MD, MPhil, FAAP

Children's National.

Background

- Electronic survey of child health providers in DC in spring 2018
- 78% of respondents had little or no training in school health
- 98% felt attendance should be addressed in pediatric practice
- 20% familiar with school protocols to address absenteeism
- Barriers include knowing who to contact in a school and finding time to connect

Children's National.

Addressing Chronic School Absenteeism to Advance Health Equity for Children: Practical Steps for the Pediatrician

Objectives

- Define chronic absenteeism and identify the common causes of chronic absenteeism in children

- Describe the impact of chronic absenteeism on educational and health outcomes for children

- Identify patient, practice, and community level actions to address chronic absenteeism and advance health equity

Patient Case

- Have some interactive component to it- provider types in questions to ask the family
- Consider a brief excerpt from a student about their challenges in attending school

What is Chronic Absenteeism?

- Definition
- Graphic visualization of what it looks like – ie missing 2-3 days a month
- Education is a social determinant of health: Higher educational achievement associated with improved health and economic outcomes
- Address both short and long term outcomes including adolescent outcomes

Domino Effect of CA

- Patterns start early – when pediatricians see kids a lot
- Domino effect - impacts of kindergarten attendance on 3rd grade reading levels, etc
- Absences early in the school year are predictive
- Teacher/principal excerpt about impact of school absenteeism on kids and on school funding/resources

Causes of CA

- Emphasizing that many are medical, others are social (and also issues we address in pediatric practice)
- Consider excerpt from IMPACT DC team about asthma and its impact on school attendance

CA and Health Equity

- Who is disproportionately impacted by CA?
- Consider excerpt from attendance counselor on the issues they encounter with families

What Does CA Look Like In Your Community?

- Have link to databases where providers can search data in their community- for example, consider Office of Civil Rights data, US Dept of Education

What Can You Do?

- Cite some of the survey results - what were the knowledge gaps of pediatricians and barriers to addressing chronic absenteeism in practice?

- Consider excerpt from a community-based program that helps students and families with attendance – ask them what they want pediatricians to know and do about CA

- Stop and jot: What is my role in helping my patients to attend school?

Action Steps

- Individual Patient/Practice Level
  - AAP Policy Statement – Ask about attendance, discuss importance of attendance especially in early childhood programs, know appropriate reasons to exclude students from school, plans to manage chronic conditions in school, resource connections, school supports like IEP/504, complete medical forms and paperwork, social determinants of health screening
- Extended hours in practice so children can have appointments after school or on weekends
- Collaborate with school staff/school RNs, especially for patients with attendance issues
- Have posters about attendance campaigns in your clinic/office

Action Steps

- Community Level
  - Familiarize yourself with the attendance policy in your school district-consider having provider pause and look this up
  - Support school-based health care, including school nursing and SBHCs
  - Support mental health care access in community and integration into schools; have excerpt from DC Mental Health Access in Pediatrics provider
  - Support school meals
  - Advocate for policies in your district that limit exclusions/suspensions
  - Advocate for data collection efforts in your district
  - Support and partner with programs that assist families with barriers to school attendance; have excerpt from Children's National Child Health Advocacy Institute on partnership with EDC

Let's Go Back to Our Patient

- Identify 3 action steps that you could take to help this family

Monitor:

EDC! Attendance Pilots

EDC! Attendance Pilots

Family Engagement

Family Engagement for High Schools - The DME will support a partner with a track record of success in family engagement to work with four to six public high schools with high chronic absenteeism to increase family engagement.

- Partnership strategy during application
- Evaluation by the Lab at DC
- Focus on building evidence base

Award: Anticipated in November 2018

Program Date: Kick-off December 2018

EDC! Attendance Pilots

Students Experiencing Homelessness

Transportation Flexibility Pilot - In partnership with the Department of Human Services, the DME will pilot transportation flexibility for students living in short-term family housing sites.

- Three short-term housing sites in SY2018-19
- All families will receive SmarTrip benefits for parents and transportation planning assistance
- Some families will receive gas money (if they have a car) or ride sharing vouchers
- Evaluation by the Lab at DC

Amount: Anticipated $100,000

Program Date: End of November 2018 – June 2019

EDC! Attendance Pilots

Safe Passage

A. Safe Passage Community Workers Pilot - In partnership with the East River Family Strengthening Collaborative, the DME will support the presence of safe passage workers near schools at the Minnesota Avenue Metro Station, one of the six SY2018-19 safe passage priority areas. The program is modeled after other efforts locally and in Chicago that have shown success in reducing violence and increasing safety by hiring and training adults in the community to act as deterrents to crime and violence as students travel.

Award: $50,000 – Awarded (10/26/18)

Program Date: End of November 2018 – June 2019

B. Safe Passage Community Engagement Pilots – DME will support a citywide convening and four community-based events in safe passage priority areas to seek input and build community around safety.

Award: $25,000 – RFP Released (10/25/18) and Due (11/26/18)

Program Date: January 2019 – July 2019

Monitor:

Community of Practice

EDC! Community of Practice

Goal:

Local education agencies (LEAs) represented by school-based staff meet regularly to share best practices and resources across schools and sectors related to improving schoolwide attendance and reducing chronic absenteeism.

Update:

October COP- Family Engagement (Part II)

- Hosted by Attendance Team at C.W. Harris Elementary School
- 12 participants representing 10 schools across grade levels

### November COP- Maximizing Partner Relationships

- Thursday, November 8th, Ballou HS 3:30pm-5:00pm
- Highlighting Access Youth/Ballou HS partnership

Monitor:

EDC! Communications Campaign

EDC! Communications Campaign

Every Day Counts!
Back-to-School Events

- Excel Academy
- Garrison Elementary School
- Murch Elementary School
- Boone Elementary School
- MacFarland Middle School
- Bancroft Elementary School

- Mayor Bowser Newsletter: Back to School
- (4) Kids Ride Free Events
- Attendance Awareness Week
- DCPS Educator Meeting
- OSSE Parent Summit

MAYOR BOWSER PRESENTS
EVERY DAY COUNTS!
ATTENDANCE.DC.GOV
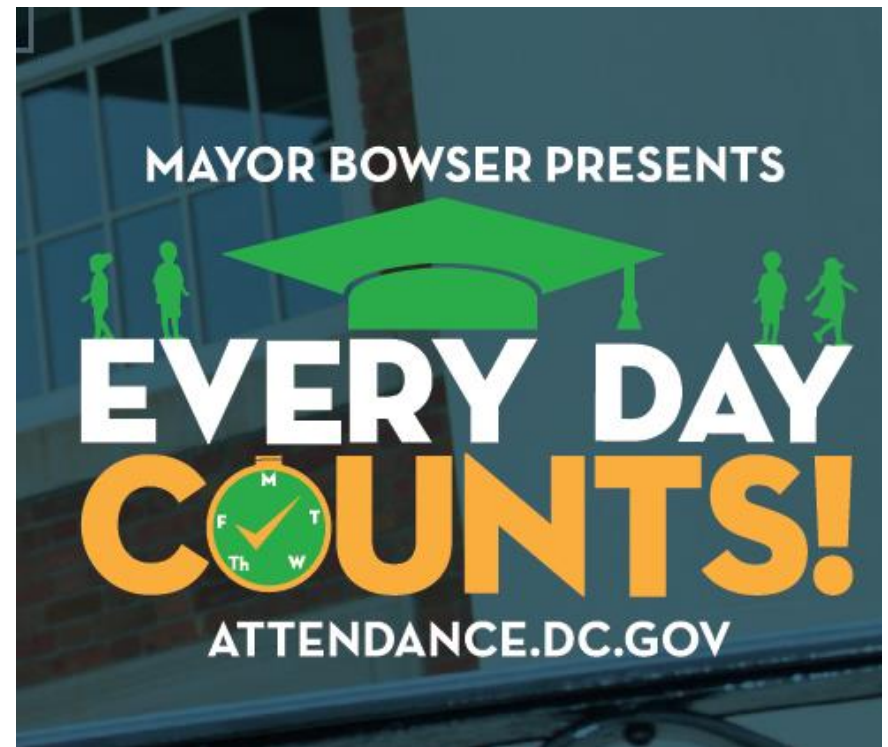
EDC! Communications Campaign

Social Media

- Twitter: 250,500 impressions (August - October 18)
- Facebook: 20K impressions (August- October)

Additional Media:

- Graphics/Posters
- Video

Most Used Hashtags

- #EveryDayCounts
- #KidsRideFree
- #SlowdownDC
- #SafePassageDC

Youth Engagement Sessions

Goals

- **What are we trying to accomplish?**
  - Seek **youth input** on important attendance issues
  - Build **youth capacity** to lead on attendance issues

Priority Topics

  - 80/20 Rule
  - CFSA/Court Referrals
  - Student Employment Schedules
  - Student Mental Health

Participation

  - Middle and high school students attending public schools

Youth Engagement Sessions

Timing & Logistics

- **When are sessions held?**
  - o Existing youth forums based on Taskforce and other input
  - o Lunchtime, Morning Advisory Meeting Times, After-School Student Group Meetings
  - o 30 minutes-1hr (dependent on forum scheduling)

Format

- **How is input gathered?**
  - o Small group discussion (4-5 students) within larger forums

- **Who's leading the sessions?**
  - o Discussions are driven by the students, with DME staff facilitating
  - o EDC! Task Force Student Representatives scheduled to co-facilitate as scheduling permits

Youth Engagement Sessions

Feedback:

- **How is feedback gathered?**
  - Direct feedback on policies documented during small group discussions
  - End of session surveys

Update:

- **How many sessions have been held?**
  - Six youth engagement sessions at three attendance focus schools
  - Scheduling through December with goal of 10+ sessions

Youth Engagement Sessions

STAY Programs	**Access Youth**	**SBOE Student Advisory Committee**	DCPS Chancellor's Student Cabinet	Department of Behavioral Health (DBH)
Student Council Meetings **(50 Attendance Focus Schools)**	Student Government Associations at local high schools	**School Administrators** **(50 Attendance Focus Schools)**	DC ReEngagement Center (REC)	**Nonprofit: Mikva Challenge DC**
Nonprofit: The Black Swan Academy	Latin American Youth Center (LAYC)	Department of Parks and Recreation (DPR)	**Academic Groups** **(50 Attendance Focus Schools)**	**Lunch Sessions at Schools** **(50 Attendance Focus Schools)**
School-Based Health Centers, Youth Advisory Board	School Assemblies	Boys & Girls Club	Public library Events	**Student Advisory Meetings**

■ Contacted, in process of scheduling

■ Confirmed dates for session

Monitor:

Partner Updates

Agency Coordination Meeting Series

o DME is hosting a series of meetings to increase agencies' shared knowledge-base and identify concrete improvements in agency coordination.

o Initial meeting focused on **demystifying attendance data sharing with OSSE** – the content of OSSE's data set, the process for accessing it, and other guidance.

o Future meetings will continue to focus on data and information sharing between other partners.

o Agencies currently encouraged to participate include:

Education	Health & Human Services	Public Safety & Justice
• DME	• DMHHS	• DYRS
• DCPS	• CFSA	• ONES
• PCSB	• DOH	• CSSD
• OSSE	• DHS	• OAG
	• DBH	• MPD
		• CJCC
		• OVSJG

Letters to Students & Families (DCPS)

- Part of Proving Ground partnership

- Informed by parent input

- Opportunity to iterate and try out new content

- Leveraging research base on value of comparative communications and student-specific data

Educational Neglect Referral Follow-up

Increasing communication with schools making referrals to CFSA:

- ❑ Status Information (Processed/Screened Out Referrals)
- ❑ Planning w/ School (Accepted Referrals)

Other Partners?

Act:

Strategic Plan Check-in + FY20 Budget Activity

Framework Element	Focus Area	Project Name	Lead	April - Early June (End of School Year)	Late June - Early August (Summer)	Late August - September (Back to School)	October - December (Fall)
I. Actionable Data	A. Data Sharing with Attendance Partners	EDC! Data Committee Data Sharing	CJCC/ DMHHS	•EDC! Data Committee Agenda	•EDC! Agencies provide available data fields to Data Committee •Determine list of research questions to focus on in 6 mo.	•Begin answering key data questions. •Agency Coordination - Mtg 1	•Agency Coordination - Mtg 2/3
	B. Chronic Absenteeism Included in Reporting	EDC! Quarterly Reporting on Chronic Absence	OSSE	•EDC! Data Committee Agenda	•Inter-agency discussion	•Agency Coordination - Mtg 1	•1st Quarterly Report from DME using OSSE data
II. Culture & Capacity Building	A. Trauma Informed Practices	TBD	OVSJG/ CFSA	•Draft RFP and connect with CFSA re: trauma landscape	•RFP Released	TBD	TBD
	B. Supportive Policies & Practices	TBD	DME	•Identify opportunities for engagement •Draft engagement strategy •Convene policy committee	•Host engagement sessions with MBYLI •Provide summary report to EDC! Task Force at July/August meeting	•Create plan for fall youth engagement led by Task Force Reps & Agencies	TBD
III. Positive Engagement	A. Citywide Message	EDC! Citywide Campaign (cont'd)	DME	•Provide end of year rewards and recognition in focus schools and citywide •End of year messaging push	•Select messages •Plan with contractor	•Back to school messaging push	•Reinforce attendance messaging campaign with timely holiday messaging
	B. Engage Community Stakeholders	EDC! Attendance Summit	DME	•Host Every Day Counts! Summit	Complete	Complete	Complete
IV. Leadership	A. Community Leadership	EDC! Attendance Summit Follow-up	DME	NA	•Follow-up attendance action plan development and technical assistance for community-based teams	•Push out EDC online modules on chronic absenteeism	•Schools host in person facilitated workshop building on module one
	B. School Leadership	EDC! Community of Practice	DME	•Launch community of practice and hold monthly meetings	•Community of Practice Meeting (2) •Mini-grants Awarded	•Community of Practice •MeetingParticipants Implement New Strategies	•Community of Practice •MeetingParticipants Implement New Strategiess
V. Shared Accountability	A. Program Evaluation	TBD	Lab at DC	•Select focus evaluation(s) •Identify Metrics for EDC! Campaign	Pending Discussion	Pending Discussion	•Include metrics in public-facing EDC Strategic Plan
VI. Partnerships & Investments	A. Transportation + Homeless Students Pilot	EDC! Pilot Project: Targeted Alternative Travel for Homeless Students	DME/DHS/LEAs	•Present to EDC! Task Force	•EDC Pilot Project Planning	•EDC Pilot Project Planning	•Launch Pilot
	B. Employment Pilot	EDC! Pilot Project: Expand Employment Program + Partner with DPR	DOES	•Present to EDC! Task Force	•EDC Pilot Project Planning	Defer to future	Defer to future
	C. Safety Passage Pilot	EDC! Pilot Project: Safe Passage Volunteer Effort	DME/ONSE	•Present to EDC! Task Force	•EDC Pilot Project Planning	•EDC Planning w/ Partner	•Begin Implementation
	D. School Capacity/Family Engagement	EDC! Pilot Project: Youth & Family Engagement	DME	•Present to EDC! Task Force	•EDC Pilot Project Planning	•EDC Pilot Project Planning	•Begin Planning w/ Awardee
	E. Health	Child Health Provider Survey and Education	Children's Health	•Present to EDC! Task Force	•EDC Pilot Project Planning	•Present to EDC! Task Force	Complete
	F. Recognition/ Rewards	EDC! Pilot Project: Adopt-a-School	DME/OAG	•Identify partner agencies and schools	•Partner - school match •Make recognition plan with school and partner for SY2018-19	•Q1 Attendance Incentives	Defer to future or remove.

Tool Components	Strength Areas	Growth Areas
1. Actionable Data	Public reporting, availability of data to LEAs	Data sharing with attendance partners
2. Culture & Capacity Building	Openness to change, needs of students/families drive decisions	Support rather than blame students/families; engage a trauma-informed approach
3. Positive Engagement	Clear and consistent message, recognize positive examples and success, cross-sector approach	Training and workshops for families; early detection triggers outreach from caring adult; culture of attendance in community
4. Leadership	Public commitment from city leadership	School leadership knowledge unknown; students and families play an active role in effort
5. Shared Accountability	Citywide plan, regular meetings to review data with context, school accountability framework	Student attendance improvement plan; connection with youth/family serving organizations
6. Partnerships & Investments	School health resources, transit availability (safe passage in progress)	Professional development materials; partnerships with transportation, homelessness, housing, and case mgmt. partners.

If you had $100…

<u>Rules</u>

1) You can do any combination of three things:

   ❑ Double down in an **existing area of work already underway** ("Expansion")

   ❑ Invest in a **new area identified for growth** by the EDC! Taskforce ("Growth")

   ❑ Invest in a wholly **new area not on the map…** ("Uncharted")

2) Don't forget to complete the cost-free section ("Freebies")

3) Cannot "spend" more or less than $100

FY20 Budget Activity

- What trade-offs were hardest for you to make?

- Did you end up investing largely in expansion, growth or uncharted categories?

- What more do you wish you knew going into this activity?

Next Steps

Next Steps

- **Data Committee (November)**
  - o SY2018-19 Q1 Data (Including Chronic Absenteeism & Statewide Numbers)
  - o Date Forthcoming

- **2nd Agency Coordination Meeting (November)**
  - o Date Forthcoming
  - o Topic: Referral Follow-up

- **Next Taskforce Meeting (December 18)**
  - o SY2017-18 OSSE State of Attendance Report
  - o SY2018-19 Q1 Data
  - o Strategic Planning Next Steps